

Presentation of Learning

OVERVIEW:

The culminating learning activity for the TLITE program is the final demonstration learning activity. The cohort comes together to share and celebrate their learning and it is the capstone event of the two year experience. The program capacities and the baseline and working portfolios are at the core of the final demonstration.

SUGGESTED ACTIVITIES:

Depending on the timing of the final demonstration, each cohort may approach this learning activity in a unique manner but the essence is the same; relating your learning to the program capacities, sharing with colleagues, and presenting your Demonstration Portfolio.

The portfolio *process* (two possible approaches)

- The “artifact” approach:
 - Carefully and thoughtfully examine and reflect on the artifacts you have accumulated in your portfolio
 - Group the artifacts into categories that represent/illustrate your most significant learning
 - From each group select artifacts that represent key moments in your growth – your most significant discoveries and accomplishments, your new understandings about teaching, about learning, and about yourself – remembering to connect them to the program capacities
 - Write any descriptions or explanations you might need in order for another person to understand the significance of the artifacts you have selected. These descriptions should answer such questions as:
 - Why is this artifact selected for the Demonstration Portfolio
 - What learning does it represent?
 - How has my practice changed as a result of this learning?
 - Organize the artifacts and documents to make a meaningful presentation you will speak to and present to your mentor (ie. the demonstration portfolio). It can be any form you find meaningful. Building the presentation around a metaphor is one form you can choose.
- The “capacity” approach:
 - Examine and reflect on each of the program capacities
 - List how you have grown or changed related to each individual capacity
 - Make a second list of things, events, discoveries, relationships, etc – that give evidence of that growth or change
 - Select artifacts and write statements that explain/describe/illustrate your learning relative to each capacity

- Bring to your demonstration/presentation several artifacts for each capacity that will help you speak to your growth or learning. Your words should answer such questions as:
 - Why is this artifact selected for the Demonstration Portfolio
 - What learning does it represent?
 - How has my practice changed as a result of this learning?
- Organize the artifacts and documentation to make a meaningful presentation you will speak to and present to your mentor (demonstration portfolio) There is no expectation that it need be by capacity.

The portfolio product

A demonstration portfolio includes:

- Learning statements (4 or 5 or more)
 - I am learning to..., I am learning about..., I am learning how..., I am learning that..., I have learned..., etc
- Evidence to support learning statements
 - Evidence of having pushed your own boundaries, taken risks, etc
 - Evidence of making connections between personal learning and personal practice
 - Evidence of ongoing self-examination and self-assessment
- Thoughtful reflection
 - Examining personal assumptions
 - Responses to theoretical readings
 - Relationships with students, colleagues, and others
- Self-assessment in relation to the capacities
- Direction for future learning

CRITERIA FOR EVALUATION:

When developing criteria for self-evaluation of the Demonstration Portfolio and Portfolio Conversation consider the following guidelines;

- A Demonstration Portfolio is:
 - A representation(demonstration) and self-assessment of your learning and growth over time and referenced to the program capacities
 - A synthesis of and a reflection on your learning
 - A story of your learning that is deeply personal, meaningful to you, concise, and truthful
 - It speaks of a process and not a product
- Conversation topics need to be about:
 - How you have grown in the areas of the program capacities
 - How you and your teaching has changed
 - How your perception of yourself as a teacher, learner, and educational leader has changed
 - How you will share your learning and enrich the learning community to which you belong
 - What you envision for your future learning and role in your learning community
 - The most significant learning you will take away with you.